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ABSTRACT

Because of its benefits to classroom teachers, tutors, and tutees, peer tutoring as a strategy for instructing handicapped students in vocational education is gaining in popularity. Several factors are important to the successful implementation of a peer tutoring program, including administrative support, assessment of tutoring needs, and establishment of program goals and objectives. Equally important is the formulation of a tutor role description which provides the tutor and teacher with a clear description of their responsibilities, a criteria for selecting tutors, a supervision or evaluation instrument for measuring the tutor's performance, and guidelines for the appropriate use of tutors in the classroom. In selecting appropriate tutors teachers should consider a variety of personal characteristics and variables such as age, achievement levels, and racial and socioeconomic backgrounds. While a review of tutor training programs in the literature reveals certain components that are characteristics of successful training programs, the organization of these components into training sessions is determined by individual school training programs. Two suggested training activities found effective in training programs for tutors and paraprofessionals are the Peer Tutor Decision Worksheet and the Tutor Training Triad. Also essential are close supervision and quantitative and qualitative evaluation of peer tutors. (MN)

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# LET THE KIDS HELP ONE ANOTHER: A MODEL TRAINING AND EVALUATION SYSTEM FOR THE UTILIZATION OF PEER TUTORS WITH SPECIAL NEEDS STUDENTS IN VOCATIONAL EDUCATION

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The use of peer tutors as a strategy for instructing handicapped students in vocational education is gaining in popularity. This interest is due in part to federal legislation in vocational and special education which has encouraged school districts to provide vocational education to greater numbers of handicapped students. Teachers have often felt that placement of a handicapped student in their classroom has increased demands upon their time and required them to adapt instruction and curriculum for one student. The utilization of students as peer tutors to supplement instruction in the vocational classroom provides the teacher one possible solution to this dilemma.

Tutoring programs were initially developed to improve the tutee's academic progress; however, researchers found that often the tutor was making equally significant progress (Cloward, 1967; Morgan and Toy, 1970). While the goals of tutoring programs are to provide individualized instruction for improved academic skills, studies also revealed improved social and personal growth as a result of tutoring (Lippitt and Lippitt, 1968; Johnson and Johnson, 1975). The findings of Werth (1968), Wagner and Sternlicht (1975), Jenkins, Mayhall, Peschka, and Jenkins (1974), reveal that peer tutors are beneficial in encouraging academic and social growth of the handicapped student.

The effective utilization of tutors provides benefits to the classroom teacher, the tutor and the tutee. Figure 1 contains potential benefits of peer tutoring.

Insert Figure 1 about here

Establishing a Peer Tutoring Program

Several factors are important to the successful implementation of a peer tutoring program. These include administrative support, assessment of tutoring needs and establishment of program goals and objectives.

Administrative and teacher cooperation are essential to the success of a peer tutoring program. Administrators and teachers who are involved in the tutoring program should first assess the needs for such a program. Individual teachers and students need to be surveyed to determine if peer tutoring would be helpful in meeting the needs of handicapped students. From the results of the assessment, goals and objectives for the tutoring program would be developed. The goals for the tutoring program may include:

. . . to increase student's academic or skill performance,

. . . to enhance student's self esteem,

. . . to increase cooperation among students,

. . . to provide students with an opportunity for successful learning experiences,

. . . to improve student's attitudes toward school,

. . . to improve student-teacher communication,

. . . to provide additional time and assistance to the teacher,

. . . to supplement classroom instruction, and

. . . to permit individualized instruction to meet student's needs.

The goals serve as a foundation for establishing policies on selection of tutors, tutor training, supervision and evaluation of tutors and the tutoring program.

Establishing a Tutor Role Description

The goals of the peer tutoring program are often based upon individual school policies which will dictate the roles and responsibilities of the tutor. Teacher expectations, classroom organization and course objectives may also determine tutor responsibilities. The tutor's role is supportive in nature and supplementary to regular instruction provided by the teacher. Tutors may supplement instruction by performing some of the following specific duties under the supervision and direction of the classroom teacher:

. . . read materials to students,

. . . review lessons,

. . . demonstrate skills,

. . . assist in giving tests,

. . . observe student behavior,

. . . record student behavior and progress,

. . . clarify instruction,

. . . direct lesson by questioning,

. . . provide feedback and reinforcement to tutee,

. . . supervise tutee in a new skill,

. . . construct instructional materials designed by the teacher,

. . . locate and use instructional materials and equipment,

. . . maintain student records,

. . . maintain supply inventory,

. . . reinforce learning in small groups,

. . . prepare supplies and materials,

. . . make games,

. . . prepare instructional aids, and

. . . make bulletin boards.

While these duties are not all inclusive, they should provide guidance in establishing a tutoring program. A role description should be written to provide the tutor and interested teachers with the qualifications, training requirements, responsibilities, and program evaluation procedures. Equally important in the role description is a description of the limitations of the tutor in relation to school policy, legal constraints and ethics of the teaching profession.

The role description is a useful tool for the tutor, teachers and administrators in developing, implementing, and evaluating the peer tutoring program. The complete tutor role description may be utilized in a number of ways. The role description provides (a) the tutor and teacher with a clear description of their responsibilities; (b) a criteria for selection of tutors; (c) a supervision or evaluation instrument for measuring the tutor's performance; and (d) guidelines for the appropriate use of the tutor in the classroom. A sample tutor role description may be found in Figure 2.

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Insert Figure 2 about here

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Selection of Tutors

Tutors may be solicited through asking for volunteers from the student body or utilizing teacher or administrator recommendations. It is recommended that tutors be selected who are interested, enthusiastic, and can meet the criteria established in the role description. The following list of personal characteristics includes ones important to success as a peer tutor:

- . . . appearance,
- . . . clear, distinct speech,
- . . . poised,
- . . . courteous,
- . . . dependable,
- . . . adaptable,
- . . . respect for others,
- . . . considerate,
- . . . follows directions,
- . . . positive attitude,
- . . . responsible, and
- . . . thorough and accurate.

Considerable research has been conducted to determine which personal characteristics of tutors may affect the success of the tutoring program. Variables such as age (Linton, 1973; Thomas, 1972), sex (Klentschy, 1971; Cicirelli, 1972), achievement level (Klentschy, 1971; Erickson and Cromack, 1972), and racial and socio-economic backgrounds (Lakin, 1972; Brown, 1972) have been explored. The consensus is that the teacher judgment is the best form of selection of appropriate tutors. Some researchers cite same sex pairs as more effective due to similar interests or same socio-economic pairs due to similar cultural values. Other studies reveal tutors who are older than the tutees are more effective as role models and are more knowledgeable and show greater leadership (Allen, 1976).

Tutor Training

Training of tutors in specific tutoring skills can help insure the success of the tutoring program. The findings of several research studies (Harrison and Cohen, 1969; Niedermeyer, 1977; Gladstone and Sherman, 1975; Harrison, 1978; Fenrich and McDonnell, 1980) reveal trained tutors perform specific tutoring skills more effectively than untrained tutors. Additionally, the studies support that students who are tutored by trained tutors make significantly greater gains academically than those under an untrained tutor.

The components of a training program are developed in conjunction with the performance and skills outlined in the tutor's role description. A review of tutor training programs in the literature reveals the skills of developing rapport, questioning, reinforcing, observing, and recording and using a structured lesson are important to the success of the tutoring program (Allen and Boraks, 1978; Melargno, 1976; Pope, 1976, Determine, 1970; Harrison, 1978; Cohen, 1972; and Whitmore, 1971). The suggested components for the training program include school policies, program procedures, classroom management techniques, operation of audio-visual and office machines, location of instructional materials and supervision and evaluation procedures. The organization of these components into training sessions is determined by individual school training programs. Actual training sessions can be adapted to short training periods or all day sessions, based upon the unique needs and scheduling of a school. The competencies for a tutor training program designed to be completed in about eight hours are found in Figure 3.

Insert Figure 3 about here

Effective tutor training sessions make maximum use of activity oriented techniques that require the participation of the trainees (Melargno, 1976; Ehly and Larsen, 1980). Techniques including role playing, brainstorming, demonstrating and manipulating of materials serve to enhance the tutor's acquisition of specific tutoring skills (Osguthorpe, Whitehead and Bishop, 1978). Two suggested training activities that have been effective in training programs for tutors and paraprofessionals are the Peer Tutor Decision Worksheet and the Tutor Training Triad (Vasa, 1978). (See Appendix A.) Both of these activities require the active participation of the trainees as they role play in a variety of situations as a tutor, tutee or observer.

The Peer Tutor Decision Worksheet (Appendix A) is a listing of seven possible situations that may confront the tutor in the classroom. Tutors are asked to react to the situations based upon ethical and legal considerations of the teaching profession which were covered in the tutor training program. This activity involves the active participation of students as they discuss the issues among themselves in brainstorming; role playing the situation and possible consequences; and react to incidents with the tutor trainer.

The Tutor Training Triad requires the tutor to utilize skills of observation and specific tutoring techniques, such as questioning or reinforcement to role play a tutoring situation. Students are furnished

with an instructional plan to guide their role play. Students take turns observing and role playing the tutor and then the tutee's role. Participation in this role play dramatizes the need for understanding the tutor's roles and responsibilities and the development of expertise in performing basic tutoring skills.

Supervision of Tutors

Supervision of tutors is important to maintain continuity and document student progress in a tutoring program. If the tutor training program is well designed, it will lessen the need for continuous supervision for the duration of the tutoring program. It is recommended that tutors be observed and consulted on a regular basis to provide suggestions and feedback for altering instructional procedures. This form of supervision serves many purposes. Supervision can help develop rapport between the teacher and the tutor. The establishment of positive rapport between tutor and teacher is an integral part of the supervision process. Tutoring is a cooperative venture between tutor and teacher and open lines of communication can assist the continued success of the tutoring program.

Additionally, supervision of tutors helps evaluate the program by examining the effectiveness of instructional materials and tutoring techniques on the handicapped student's progress. The relationship of the tutor and tutee may be observed and decisions made concerning the appropriateness of the tutor-tutee match. Supervision of the tutor and tutee's progress also serves as an indication of the appropriate time to terminate the tutoring program for individual students.

Insert Figure 4 about here

Evaluation

Evaluation is essential to the improvement and overall success of the peer tutoring program. One means of evaluation involves determining if the goals of the tutoring program have been accomplished. Achievement of program goals can be evaluated by measuring:

. . . performance of the tutee and/or tutor in academic skills,

. . . attitudes of mildly handicapped student towards self, peers, teachers and school;

. . . participation in classroom and school activities by tutee,

. . . utilization of time by tutor and tutee, and

. . . effectiveness in meeting instructional needs of individual students.

The evaluation of the tutoring program may be divided into quantitative and qualitative measures. Quantitative measures examine amount or degree of change, while qualitative measures examine the type of change.

Quantitative Evaluation. The Tutor Daily Log (Vasa, 1978) compares the actual time spent by the tutor with the guidelines set forth in the role description. In completing the Tutor Daily Log, the tutor documents performance in designated activities by first recording the frequency and then the amount of time the tutor devotes to each activity. The completed log provides a means of analyzing how the tutor's time is expended. The information may be used to revise the tutor's responsibilities, to improve the tutor training program, and to evaluate the overall program effectiveness. (See Figure 5 for the Tutor Daily Log)

Insert Figure 5 About Here

Qualitative Evaluation. The tutoring program may be evaluated qualitatively to determine changes in academic skills and social-emotional growth of the tutee. This type of evaluation requires monitoring the academic and social-emotional progress of the tutee. The achievement of the objectives set by the instructor for the tutoring session provides evidence of the program success.

Qualitative evaluation requires observation of the tutor's performance on specific tutoring skills by the supervisor or through self-evaluation by the tutor. Figure 4 provides a sample monitoring device for the supervisor to use in observing the tutor. The form does not address specific issues, but it provides a guideline for rating the tutor's performance. Figure 6 contains an instrument for the tutor to use for self-evaluation.

Insert Figure 6 About Here

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Figure 1

Benefits of Tutoring

Benefits to the Tutor

Develops a sense of concern and cooperation among fellow students

Develops responsibility for another person

Provides opportunities to learn and practice human relations skills

Becomes an advocate for a person with a handicap

Develops insight into the teacher's role

Provides meaningful interaction with adults

Develops more confidence in own abilities

Benefits to the Tutee

Provides opportunities to improve social confidence

Improves attitudes towards school, teachers and peers

Improves academic achievement

Meets individual needs by allowing to progress at own rate

Provides more opportunities for success

Receives encouragement and support from peers

Provides instruction in student to student "language"

Develops a positive relationship with a peer

Benefits to the Teacher

Provides for more time for individualized instruction

Develops a sense of trust and influence with students

Provides leadership opportunities for students

Allows for more attention to students with specific problems

Allows teacher to extend influence outside the classroom

More efficient use of teacher expertise

Figure 2

Qualifications

1. The tutor will be available five hours per week.
2. The tutor will receive favorable recommendations from teachers or administrators.
3. The tutor will complete an interview with the supervising teacher.
4. The tutor will successfully complete an eight-hour tutor training program.

Role of the Tutor

1. Maintain a positive working relationship with other students.
2. Utilize appropriate tutoring skills including observation, reinforcement and questioning.
3. Tutor other students.
4. Follow teacher's instructional plans and directions.
5. Observe classroom behavior.
6. Maintain open communication with the teacher concerning tutee's daily progress.
7. Operate audio visual equipment and maintain instructional materials.
8. Maintain a time and activity log as a means of evaluation.
9. Serve as a role model to the tutee.
10. Be familiar with school and class policies and procedures for carrying them out.
11. Be dependable and directly responsible to the teacher.

Limitations

1. The tutor will serve as an assistant to the teacher, not as a substitute teacher.
2. The tutor will not diagnose the tutee's learning problem.
3. The tutor will not write instructional programs.
4. The tutor will respect the confidentiality of the tutees and the confidences of the teacher.

Figure 3

Tutor Competencies

Upon completion of a tutor training program the tutor will be able to:

1. identify the goals of the tutoring program,
2. define his/her role as described in the job description,
3. relate school policies regarding the use of peer tutors,
4. operate assigned audio-visual and office equipment,
5. work cooperatively with the supervising teacher,
6. understand the principles of learning in relation to tutoring,
7. carry out tutoring utilizing a prescribed instructional plan,
8. utilize instructional strategies, such as, questioning, providing feedback, and observing and recording tutee behavior,
9. develop open communication and positive rapport with teacher and tutee,
10. monitor the progress of the tutee and provide continuous feedback to the teacher,
11. evalute the quality of tutoring by self-evaluation,
12. maintain a time and activity log, and
13. develop an understanding of the tutor and tutee's role.

Figure 4

Monitoring Form

| Tutor effectiveness in: | Tutor Effectiveness | | |
|---|---|---|---|
| | Adequate | Needs Improvement | Not Adequate |
| Putting tutee at ease | ___ | ___ | ___ |
| Clarifying task | ___ | ___ | ___ |
| Helping tutee verify response | ___ | ___ | ___ |
| Providing feedback | ___ | ___ | ___ |
| Using positive reinforcement | ___ | ___ | ___ |
| Providing appropriate praise | ___ | ___ | ___ |
| Evaluating mastery on items | ___ | ___ | ___ |

Figure 5

Tutor Daily Log

Month: _____

Tutor: _____

| ACTIVITY CODE | Day | | | | | | Total |
|---|---|---|---|---|---|---|---|
| A. Instructional Activity Area & Number of Students | | | | | | | |
| 1. Demonstrating skills | | | | | | | |
| 2. Reading to the tutee | | | | | | | |
| 3. Assist in giving tests | | | | | | | |
| 4. Maintain records | | | | | | | |
| 5. Review lessons | | | | | | | |
| 6. | | | | | | | |
| 7. | | | | | | | |
| 8. | | | | | | | |
| B. Classroom and Equipment Care and Operation | | | | | | | |
| C. Classroom Observation of Students | | | | | | | |
| D. Meeting or Inservice Attended | | | | | | | |
| E. Playground, Lunchroom Supervision | | | | | | | |
| F. Preparation | | | | | | | |
| G. Recordkeeping | | | | | | | |
| H. Typing and Reproducing Materials | | | | | | | |
| I. Teacher Conferences | | | | | | | |
| J. Other 1. | | | | | | | |
| 2. | | | | | | | |

Classification of Activities

A. Instructional Activities
1. Demonstrating skills
2. Reading to the tutee
3. Assist in giving tests
4. Maintain records
5. Review lessons
6. Other

B. Classroom and Equipment Care and Operation - Routine activities related to organizing or caring for equipment in the classroom.

C. Classroom Observation of Students - Observations focused on tutee behavior for assessment or procurement of information.

D. Meeting or Inservice Attended - All meetings, such as building, training or district wide.

E. Playground, Lunchroom Supervision

F. Preparation - Time spent preparing instructional materials, bulletin boards and reviewing upcoming lessons.

G. Recordkeeping - Reports or records for instructional staff.

H. Typing and Reproducing Materials

I. Teacher Conferences - Conferences with supervising teacher.

J. Other - This is available for use by the tutor to report other special assignments performed as a tutor.

Directions:

Record the number of times you engaged in each activity in the upper half of the box under the date following the lettered activity code. Record the amount of time spent on each activity in 15 minute blocks in the lower half of the box.

Vasa, S. F. Unpublished Manuscript. Lincoln: University of Nebraska, 1978

Figure 5

Tutor Daily Log

Month: _____

Tutor: _____

| ACTIVITY CODE | Day | | | | | | Total |
|---|---|---|---|---|---|---|---|
| A. Instructional Activity Area & Number of Students | | | | | | | |
| 1. Demonstrating skills | | | | | | | |
| 2. Reading to the tutee | | | | | | | |
| 3. Assist in giving tests | | | | | | | |
| 4. Maintain records | | | | | | | |
| 5. Review lessons | | | | | | | |
| 6. | | | | | | | |
| 7. | | | | | | | |
| 8. | | | | | | | |
| B. Classroom and Equipment Care and Operation | | | | | | | |
| C. Classroom Observation of Students | | | | | | | |
| D. Meeting or Inservice Attended | | | | | | | |
| E. Playground, Lunchroom Supervision | | | | | | | |
| F. Preparation | | | | | | | |
| G. Recordkeeping | | | | | | | |
| H. Typing and Reproducing Materials | | | | | | | |
| I. Teacher Conferences | | | | | | | |
| J. Other 1. | | | | | | | |
| 2. | | | | | | | |

Classification of Activities

A. Instructional Activities
   1. Demonstrating skills
   2. Reading to the tutee
   3. Assist in giving tests
   4. Maintain records
   5. Review lessons
   6. Other

B. Classroom and Equipment Care and Operation - Routine activities related to organizing or caring for equipment in the classroom.

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F. Preparation - Time spent preparing instructional materials, bulletin boards and reviewing upcoming lessons.

G. Recordkeeping - Reports or records for instructional staff.

H. Typing and Reproducing Materials

I. Teacher Conferences - Conferences with supervising teacher.

J. Other - This is available for use by the tutor to report other special assignments performed as a tutor.

Directions:

Record the number of times you engaged in each activity in the upper half of the box under the date following the lettered activity code. Record the amount of time spent on each activity in 15 minute blocks in the lower half of the box.





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Figure 6

Tutor's Self Evaluation

Name _____ Date _____

Please rate your feelings about the following statements. The rating scale is from one to five. Five (5) represents very important to you and one (1) represents not important to you.

| | | | | | |
|---|---|---|---|---|---|
| 1. I like working with students who are having difficulty in school. | 5 | 4 | 3 | 2 | 1 |
| 2. I will be able to take directions and correction from the teacher to whom I have been assigned. | 5 | 4 | 3 | 2 | 1 |
| 3. I feel prepared to work in the classroom as a tutor. | 5 | 4 | 3 | 2 | 1 |
| 4. I can avoid talking about students in inappropriate ways, especially outside of school. | 5 | 4 | 3 | 2 | 1 |
| 5. I will be able to help the teacher so that students can be better served. | 5 | 4 | 3 | 2 | 1 |
| 6. I understand the purpose of my position. | 5 | 4 | 3 | 2 | 1 |
| 7. I will be able to be objective in dealing with students, even if I know their parents. | 5 | 4 | 3 | 2 | 1 |
| 8. I observe and take notes well. | 5 | 4 | 3 | 2 | 1 |
| 9. I will not feel pressured by the responsibilities of the position. | 5 | 4 | 3 | 2 | 1 |
| 10. I will be interested in maintaining this position for a complete school year. | 5 | 4 | 3 | 2 | 1 |

Please complete these statements.

1. Three things that I like about beeing a peer tutor.

2. These are things that I need to learn to be more effective as a tutor.

APPENDIX A

Tutor Training Decision Worksheet

Tutor Training Triad (TTT)

## TUTOR TRAINING DECISION WORKSHEET (TTDW)

The activities in the TTDW are designed for the tutor in training to react to situations which may occur in the school. The incidents offer the opportunity for the tutorsto role play their responses to the situations in a non-stressful environment. The purpose is to provide the tutor with a means of responding in an ethically appropriate manner.

This activity may be utilized in a variety of ways, First, it may be used as a posttest over ethical and legal considerations for the tutors. Secondly, it may be used as a discussion guide or as an individual interview with tutor trainees.

Instructions. Please read each situtation and respond based upon your knowledge of the tutor's role. The questions deal with ethical and legal issues that may confront you as a tutor in the school.

1. The mother of a student whom you tutor in a remedial reading program confronts you in a local grocery store and asks you questions about her childs progress in school.

2. A parent of a classmate asks you for an opinion of the competence of the teacher to whom you are assigned as a tutor.

3. Your supervising teacher is making derogatory remarks about students, by name in the classroom, These comments seem to be indiscriminatly given to anyone who will listen.

4. A student refuses to do the work you are assigned to deliver.

5. Another teacher asks you for your opinion about the appropriateness of the instruction delivered in the classroom in which you are a tutor.

6. The classroom teacher requests that you write and deliver a lesson to the tutee. When you request information from the teacher, you are told to just go ahead and do what you think is right.

7. A visitor in the classroom where you are working asks you in front of the student you are tutoring, "What's wrong with that kid?"

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# TUTOR TRAINING TRIAD (TTT)[1]

The tutor training triad (TTT) is designed to give tutors in training the opportunity to be critiqued while they are in role playing situations . . .

The three roles in the triad are:

1. The TUTOR -- The person who is teaching a concept to the tutee. A form, Tutor Report Form, is provided for the tutor to do a self-evaluation following the session.

2. The TUTEE -- The person who is receiving the instruction from the tutor. A form, Tutee Observation Report, is provided for the tutee to give feedback to the tutor.

3. The OBSERVER -- An observer helps the tutor learn the skills more quickly. Generally the observers will give informational feedback to both of the other members of the triad on how they interacted during their role playing. The observer will usually concentrate on giving useful data to the two others while refraining from making unsupported value judgements. A form, Observer Report Form, is provided for use by the observer.

PRACTICUM:

A. Select the role you are going to play first in the triad (tutor, tutee, or observer). As the tutee, there are numerous roles you can play. Some examples are:

   1. A young child who has not mastered the basic addition or subtraction facts, who cannot remember the facts.

   2. An adolescent who needs help in reading for comprehension.

   3. A child who needs help in learning self-help skills, e.g., tying shoes.

B. The role playing situation should continue for approximately fifteen to twenty minutes. Limiting the role playing to this time will allow the observer to focus his/her feedback to the role players. After the role playing is completed, each member of the triad will respond in writing to the question on the appropriate report form. Thus, when you finish each activity you will have all three report forms completed.

C. After members of the triad have answered the questions on the report forms in writing, the verbal feedback begins. The observer talks the first few minutes before the other members of the triad give their reactions. The objective of the discussion is to give the tutor honest feedback that will enable him/her to effectively use the strategy when he/she works with a "real" tutee.

D. Each triad should work through at least two or three experiences each role. The repetition of the activities will allow the tutors the opportunity to practice the suggestions given to them.

[1]Vasa, S.F., Tutor Training Triad. Unpublished manuscript. Lincoln, NE: University of Nebraska, 1979.

(Completed by Tutor)

Name of Observer: _____ Date: _____

Name of Tutor: _____ Topic/ Unit: _____

Name of Tutee: _____

## TUTOR REPORT FORM

The following list of questions is intended as a checklist by the tutor. The tutor is encouraged to answer each question carefully after a tutoring session has been completed. A rating scale of 1-5 is to be utilized with five (5) being highly developed and one (1) to represent totally absent.

___ 1. Did you feel you had the knowledge of the tutee's ability to tutor him/her?

___ 2. Did you feel you had the training to carry out the instructions?

___ 3. Did you feel that the tutee was motivated to do his/her best work?

___ 4. Did the teacher or supervisor provide you with the appropriate instructional materials and guidelines to tutor the tutee?

___ 5. Did you feel comfortable in the tutoring situation?

GENERAL COMMENTS:

(Completed by Tutee)

Name of Observer: _____ Date: _____

Name of Tutor: _____ Topic/ Unit: _____

Name of Tutee: _____

## TUTEE OBSERVATION REPORT

The following list of questions is intended as a checklist by the tutee to assist the tutor in improving his/her skills. The tutee is encouraged to answer each question carefully after the tutoring session has been completed. A rating scale of 1-5 is to be utilized with five (5) being highly developed and one (1) to represent totally absent.

___ 1. Did the tutor establish rapport with you?

___ 2. Were the instructions given to you in a clear, concise manner?

___ 3. Did you feel that the tutor was prepared?

___ 4. Did you feel that the tutor was interested in your learning?

___ 5. Did the tutor provide you with feedback on your progress?

___ 6. Were you comfortable with the tutor?

___ 7. Did the tutor emphasize your strengths rather than your weaknesses and failures?

GENERAL COMMENTS:

(Completed by Observer)

Name of Observer: _____ Date: _____

Name of Tutor: _____ Topic/ Unit: _____

Name of Tutee: _____

## OBSERVER REPORT FORM

The following list of questions is intended as a checklist by an observer. The observer is encouraged to answer each question carefully after a tutoring session has been completed. A rating scale of 1-5 is to be utilized with five (5) being highly developed and one (1) to represent totally absent.

___ 1. Did the tutor establish rapport with the student?

___ 2. Did the tutor have the materials ready?

___ 3. Did the tutor reinforce the student appropriately?

___ 4. Did the tutor provide support but still remain objective? e.g., did not give answer to child.

___ 5. Was the tutor able to adjust to environmental/student changes?

___ 6. Where did the tutor place herself/himself in relationship to the child?

___ 7. Did the tutor maintain control of the instructional situation?

___ 8. Did the tutor maintain accurate records of the student's performance?

___ 9. Did the tutor give clear, concise instructions to the tutee?

GENERAL COMMENTS: